

Comparison of the IEP and IFSP

Districts have the option of using an *Individual Family Service Plan* (IFSP) instead of an *Individualized Education Program* (IEP) for children ages three (3) through five (5). If this option is used, parents of children with disabilities in this age group must be provided with a detailed explanation of the differences between an IFSP and an IEP and must give written consent to use an IFSP. If an IFSP is used, it must be developed in accordance with the IEP procedures under Part B of the *Individuals with Disabilities Education Act* (IDEA) and the policies and procedures of the Idaho Infant Toddler Program. The following is an explanation of the differences between an IEP and an IFSP:

Components of the IEP	Components of the IFSP
<p>A listing of the attendance and participation of IEP team members, to include the following:</p> <ul style="list-style-type: none"> ▪ Parent. ▪ District representative. ▪ Special Education Teacher and General Education if child is or may be participating in the general education environment. ▪ Part C representative at the request of the parent. ▪ Other individuals as appropriate. 	<p>Each initial and annual IFSP meeting must include participants who represent the following roles:</p> <ul style="list-style-type: none"> ▪ Parents/guardians or surrogate parents. ▪ Other family members, advocate, or person outside of family, as requested by parents. ▪ Person(s) directly involved in conducting the evaluations. ▪ Person(s) who will be providing direct services to child and family, as appropriate. ▪ The Service Coordinator (interim or ongoing) responsible for monitoring completion of the IFSP. ▪ Infant Toddler Program representative, if not included above.
<p>A statement of the child's present levels of academic achievement, developmental, and functional performance including how the disability affects the child's participation in appropriate activities.</p>	<p>A statement of the child's present levels of physical, cognitive, communication, social or emotional, and adaptive development, based on objective criteria. Information should include input from the parent/caregiver and other data sources such as direct observation, evaluation results, Child Information Sheet, medical records, etc.</p>
<p>Measurable academic achievement, developmental, and functional annual goals designed to meet the student's needs that result from the student's disability; to enable the student to be involved in and make progress in the general education curriculum; and meet each of the student's other educational needs that result from the student's disability.</p>	<p>A statement of the expected major Outcomes to be achieved for the child and family. Outcomes are long-term goals the family wants to see happen for their child and/or themselves. Families assist in identifying, prioritizing, and selecting the Outcomes to be addressed in the IFSP.</p>

	Behavioral Objectives are developed to achieve identified Outcomes. IFSP Objectives should address educational components including language, pre-literacy, and numeracy. Behavioral Objectives are measurable, short-term activities that must be achieved to accomplish the outcome.
<p>A statement of the special education (specially designed instruction) and related services based on peer-reviewed research to the extent practicable, to be provided to the child or on behalf of the child.</p> <p>Supplementary aids and Services may also include:</p> <ul style="list-style-type: none"> ▪ accommodations and/or adaptations in general education curriculum or extracurricular and nonacademic settings, support for school staff, ▪ special considerations for limited English proficiency, ▪ limited vision or communication needs, ▪ positive behavioral supports, ▪ extended school year services, ▪ transportation, ▪ transition services, ▪ assistive technology services, ▪ statewide/district wide assessments, and ▪ travel training. 	<p>A statement of specific early intervention services based on peer-reviewed research, to the extent practicable, necessary to meet the unique developmental needs of the child and needs of the family related to enhancing the child's development in any one or more of the following areas:</p> <ul style="list-style-type: none"> ▪ physical development, ▪ cognitive development, ▪ communication development, ▪ social or emotional development, and/or ▪ adaptive development.
An explanation of the extent, if any, to which the child will not participate in general education (early childhood) classroom, curriculum, or extracurricular and nonacademic activities.	A statement of the "natural environments" in which early intervention services will be provided, including a justification of the extent, if any, to which services will not be provided in a natural learning environment.
The projected starting date, expected duration, frequency, and location, of accommodations/adaptations and services.	The projected date for initiation of services and the anticipated duration of the services. It must also include the frequency, intensity, and method of delivering the early intervention services.

<p>A statement of how the child's progress toward the annual goals will be measured, including how the child's parent will be regularly informed. This is to include the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.</p>	<p>The criteria, procedures, and times used to determine the degree to which progress toward achieving the Outcomes is being made and whether modifications or revisions of the Outcomes or services are necessary.</p>
<p>Informed written consent must be obtained from the parent before the initial provision of special education and related services under Part B, as outlined in the IEP. If the parent fails to respond to a request to provide consent for initial provision of services, the district will not provide special education and related services to the child.</p>	<p>Parent signature on the IFSP means informed written consent is given for the services listed in the IFSP, that parent(s) were involved in the development of the plan, and that they want the services that are outlined in the plan to be provided. A parent may discontinue any service at any time without jeopardizing the continuation of other early intervention service.</p>
	<p>The identification of the service coordinator who is both qualified to carry out all applicable responsibilities and who will be responsible for the implementation of the plan and coordination with other agencies and persons.</p>
	<p>A statement of the family's resources, priorities, and concerns relating to enhancing the development of the child with a disability. These resources, priorities and concerns should be considered and utilized as part of the family's natural support system when planning interventions to assist the child and family.</p>
	<p>Steps to support the transition of the child with a disability to preschool or other appropriate services. Discussion about transition options/planning will be reflected in the IFSP developed closest to the child's second (2nd) birthday.</p>